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## **IMPROVING THE QUALITY OF LEARNING IN ZANZIBAR (MKEZA)**

### **February 2005 Disability Training Report Summary**



**Submitted by:**

**American Institutes for Research**

**With:**

**The Aga Khan Foundation  
The Joseph P. Kennedy Jr. Foundation**

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**ACRONYMS**

AIR	American Institutes for Research
AKF	Aga Khan Foundation
CBO	Community-based Organization
CDC	Community Development Committees
CSO	Civil Society Organization
CT	Core Team
DANIDA	Danish International Development Agency
DEO	District Educational Officer
ECD	Early Childhood Development
EFA	Education for All
EQUIP1	Educational Quality Improvement Program Award 1
JPKF	Joseph P. Kennedy Jr. Foundation
MKEZA	Mradi wa Kuendeleza Elimu Zanzibar
MOECS	Ministry of Education, Culture and Sports
MOU	Memorandum of Understanding
NGO	Non-Government Organization
NGORC	NGO Resource Center
NTTC	Nkrumah Teacher Training College
PATH	Planning Alternative Tomorrow's with Hope
PC	Parent Committees
PD	Project Director
PDC	Professional Development Center
PO	Program officers
PME	Performance Monitoring and Evaluation
REO	Regional Education Officer
SC	School Committees
SIDA	Swedish International Development Agency
SMC	School Management Committee
SNE	Special Needs Education
SNENGO	NGO's focused on Special Needs Education
TAP	Teacher's Advancement Program
TC	Teacher Center
TCMC	Teacher Center Management Committee
TTC	Teacher Training College
URT	United Republic of Tanzania
UWZ	Umoja We Walemavu Zanzibar
WHO	World Health Organization
ZACA	Zanzibar Association for Children's Advancement
ZAPDD	Zanzibar Association for People with Developmental Disabilities
ZMRC	Zanzibar Madrassa Resource Centre

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## EXECUTIVE SUMMARY

The Joseph P. Kennedy Jr. Foundation (JPKF) has a technical consultation role on MKEZA and works as part of the EQUIP1 team to provide the project with valuable technical inputs on a consultancy basis. The Kennedy Foundation is supporting the MKEZA project's efforts to improve access to a quality education for Zanzibar's students with disabilities, particularly those with cognitive disabilities, through strengthening teachers' skills and increasing community awareness of the educational needs and rights of children with disabilities.

The purpose of this report is to describe the activities that were conducted during the February 2005 workshops conducted by The Joseph P. Kennedy Jr. Foundation (JPKF) and provide recommendations for future work between MKEZA and JPKF.

Over the course of nine days, the JPKF consultants delivered six two-day workshops and facilitated the development of six action plans. The objectives for the first day of each workshop were to build awareness within the five topic areas:

- 1) Moving Students with Disabilities from Consumers to Contributors;
- 2) Who are the Students with Disabilities;
- 3) Effective Educational Practices for Children with Special Educational Needs;
- 4) Issues in the Educational Placement of Students with Disabilities: From Separate Programs to Inclusive Classrooms;
- 5) Systems Change: Making it Happen for Students with Disabilities.

In addition to building awareness around each of these issues, the consultants facilitated a discussion with participants on the current status of educating children with disabilities in Zanzibar including identification of challenges that must be addressed for effective implementation of inclusive education. The second day of each workshop was dedicated to developing action plans using the PATH planning process.

As a result of this trip, MKEZA and JPKF achieved the following outcomes:

- ***Increased awareness of disabilities issues as per identified objectives among approximately 180 participants from six different stakeholder groups.***
- ***Produced training materials*** on the following topics:
  - 1) Moving Students with Disabilities from Consumers to Contributors;
  - 2) Who are the Students with Disabilities;
  - 3) Effective Educational Practices for Children with Special Educational Needs;
  - 4) Issues in the Educational Placement of Students with Disabilities: From Separate Programs to Inclusive Classrooms;
  - 5) Systems Change: Making it Happen for Students with Disabilities.
- ***Developed six individualized action plans*** that will be able to put the training into action and analyzed these action plans to create one synthesized mast plan of action regarding children with disabilities and inclusive education for Zanzibar

Key lessons learned as a result of this trip include:

- Future efforts need to be co-planned and jointly agreed upon rather than directed by one or the other team; open communication is essential.
- Specific challenges that teachers will face as they work to implement inclusive educational opportunities were observed through site visits.
- The majority of participants attending the workshops had no previous training or direct contact with an individual or child with a disability.

- Community awareness campaigns must be implemented to garner support for including children with disabilities in the schools
- Although some research has been conducted on children with disabilities in Zanzibar, this information has not been effectively disseminated to key stakeholders. Further, these studies do not include a count of children with disabilities who are not currently enrolled in school. Additional research activities must be conducted in order to establish a baseline of activity.
- Participants believed in the value of educating children with disabilities and in providing these children with a high-quality education. Participants also noted their lack of knowledge about disability issues and the need to participate in additional training opportunities.
- Translation services nearly double the time needed to present information and conduct discussions.

Recommendations for JPKF and MKEZA are provided below. Each activity helps to support the goals and activities that participants committed to during the action planning sessions.

- *All future activities to support stakeholder groups in improving the quality of educational opportunities provided to children with disabilities should be co-facilitated with a Project Officer from MKEZA and a JPKF consultant.*
- *Develop a Basic Set of Community Awareness Materials.*
- *Develop Items/Questions for the Baseline Survey/Tool in Collaboration with ZMRC.*
- *Review Modules for the Inclusive Education (I.E.) Curriculum.*
- *Support additional training in inclusive education and provide in-field technical assistance to the 20 pilot schools working to implement inclusive education.*
- *Develop "Business Skills" Modules for the SNENGOS, NGORCs, and CSOs.*

The remainder of this document is divided into six sections. First, background information is presented. Second, the terms of reference for the trip are provided. Third, activities conducted are discussed. Fourth, the outcomes of the trip are discussed in addition to results from the training evaluations. Fifth, lessons learned during the trip that will inform future activities are presented. Finally, recommendations are offered.

## IMPROVING THE QUALITY OF LEARNING IN ZANZIBAR (MKEZA) DISABILITY TRAINING REPORT SUMMARY, FEBRUARY 2005

### 1.0 INTRODUCTION AND BACKGROUND

The MKEZA project, funded by United States Agency for International Development (USAID), aims to improve the quality of learning in Zanzibar by working with communities and government from the pre-school to the secondary level. The overarching goal of the program is to improve the quality of learning in Zanzibar. The project reaches almost every sector of the educational system in Zanzibar. Emphasis on quality learning is advanced by attention to enhancing government mentoring and training capacities, supporting communities in school management, strengthening teacher skills, promoting participation of local civil society organizations in the education system, and equipping classrooms. By stressing themes that reach out and include vulnerable populations, such as those with disabilities and girls, the program activities also improve educational access. Working through existing public and private institutions, the program strengthens the support network for Zanzibar's education system and builds unique partnerships to increase resources, support, and accountability.

The Joseph P. Kennedy Jr. Foundation (JPKF) has a technical consultation role on the program and works as part of the EQUIP1 team to provide the project with valuable technical inputs on a consultancy basis. The Kennedy Foundation is supporting the MKEZA project's efforts to improve access to a quality education for Zanzibar's students with disabilities, particularly those with cognitive disabilities, through strengthening teachers' skills and increasing community awareness of the educational needs and rights of children with disabilities. The third objective of the MKEZA project directly relates to activities that JPKF helps support.

Objective 3: Provide support to those with disabilities to ensure a quality education.  
*Support to children with disabilities will be an important theme throughout all of the activities in the first two objectives. Each of the projects within the program will seek to incorporate messages to promote inclusion and appropriate learning environments for all children. Activities include 1) identifying challenges faced by children with physical and cognitive disabilities; 2) working closely with MOECS pilot test activities to better address challenges faced by children with disabilities and 3) making recommendations to improve current practices*

#### **Background**

The JPKF team reviewed several key documents to obtain a basic understanding of the current education and support services for children with disabilities in Zanzibar. These documents included:

- The 2001 national report of the United Republic of Tanzania (URT) on "The Development of Education" in Zanzibar,
- UNESCO's EFA 2000 Assessment Country Report for Tanzania (Zanzibar),
- A program proposal entitled the "Development of Inclusive Education for Learners with Special Education Needs in Zanzibar" produced by Umoja Wa Walemavu Zanzibar (UWZ, or the Organization of People with Disabilities Zanzibar), and
- The Inclusion Pupils/Youth with Special Education Needs into Regular Schools in Zanzibar; A Report of Feasibility Study which was conducted by the Zanzibar Association for People with Developmental Disabilities (ZAPDD) in collaboration with the MOECS in Zanzibar.

In addition, the JPKF team had an opportunity to conduct a telephone interview with the executive director of UWZ, Mr. Khalfan, on August 30, 2004, to learn about key stakeholders and current initiatives for children with disabilities.

In November, MKEZA Project Officers were conducting intensive consultations with the Ministry of Education, Culture, and Sports (MOECS) and development partners in the areas of special needs education. Through these discussions, MKEZA Project Officers learned of a baseline survey that was conducted in 2004 and a draft report produced in May 2004. This report, “The Inclusion Pupils/Youth with Special Education Needs into Regular Schools in Zanzibar; A Report of Feasibility Study” was conducted by the Zanzibar Association for People with Developmental Disabilities (ZAPDD) in collaboration with the MOECS. MKEZA Project Officers communicated that they thought it would be best to first review a copy of the baseline report prior to responding to the JPKF proposed scope of work. After MKEZA’s review, the report was sent to the JPKF for review.

In late 2004 and early 2005, a number of conference calls were conducted between MKEZA and JPKF to fully develop the scope of work for an initial trip that best met the needs of each stakeholder groups. The initial consultancy was to be six 2-day awareness-building workshops with key stakeholder groups. Originally, the JPKF proposed that the workshops be scheduled for March 2005 in order to properly prepare the materials for a one week workshop. MKEZA felt strongly that the workshops needed to be conducted sooner given the momentum in MOECS. In response to MKEZA’s requests, the JPKF agreed to conduct the awareness workshops in the beginning of February. The trip was scheduled to commence on January 31, 2005 and conclude February 13, 2005. Prior to leaving the United States on January 31, 2005, the JPKF consultants completed the workshop materials and sent the materials to MKEZA via email in advance for the translation of the slides. The materials included:

- Detailed agendas with times for each of the workshops
- Participants version of the workshop slides in PowerPoint
- Structured note-taking forms for the participants to use during the presentation of the workshop
- Workshop Evaluation Form

### ***Qualifications of JPKF Consultants***

The JPKF consultants working on this initiative include: Virginia Knowlton, Executive Director of the Kennedy Foundation, Dr. Michael Hardman, Senior Education Consultant to the Kennedy Foundation and Professor/Chair of Special Education at the University of Utah, Kristin Ruedel, Education Consultant and Helen Russell, Parent Advocate. Each brought a different focus to the effort that combined effectively to cover the full spectrum of experiences from parent, to consumer, to contributor, to educator, to advocate. In consultation with Virginia Knowlton and Dr. Hardman, Ms. Ruedel and Ms. Russell were selected by JPKF to make the initial site visit to Zanzibar and conduct each of the on-site workshops. Their specific backgrounds include:

- Ms. Ruedel has a background as a teacher of children with disabilities and has worked as a research analyst providing policy support to the Office of Special Education programs and technical assistance to schools and school districts on disability issues and systems change. Ms. Ruedel was a Peace Corps volunteer and teacher of deaf students on the island of St. Vincent and the Grenadines. During her service as a Peace Corps volunteer, she also worked with the Ministry of Education in St. Vincent, Peace Corps, and the School for Children with Special Needs, and local NGO’s to develop and implement an integrated special education and outreach program. This program required the collaboration and commitment of all stakeholders and is still being implemented today. Ms. Ruedel has a master’s in International Education Policy and has completed all doctoral work (excluding her final thesis) in Special Education and International Education Policy. Combined with her extensive education, Ms. Ruedel’s practical experience was deemed to be invaluable to this initiative, particularly in working with the teachers, TAP/PDC, Madrassa and MOECS.
- Ms. Russell’s background includes being a parent of a child with severe disabilities who has successfully advocated for her son as well as other children in the educational systems in Fairfax County, Virginia. She also volunteers with The Arc of Northern Virginia, a local non-profit focusing

on improving the lives of people with developmental disabilities; works with Uniformed Services University of the Health Sciences (USUHS) to raise the awareness of medical students on issues related to providing high-quality medical services to people with disabilities; and has started her training with the Fairfax County Court Appointed Special Advocates (CASA) program advocating for vulnerable children subjected to abuse and/or neglect. Ms. Russell's experience was thought to be of special interest to the NGOs and CSOs in Zanzibar.

## **2.0 TERMS OF REFERENCE**

According to the Terms of Reference (Attachment A) finalized on January 26, 2005, the initial field trip for the consultancy will be completed between January 31 and February 13, 2005. Eleven days were spent in Zanzibar. In conjunction with the trip, the JPKF consultants engaged in the following activities, including the completion of a trip report:

- Conduct a desk study of documents related to disabilities in Zanzibar;
- Produce training materials that may be shared and replicated by the project on the following training topics: 1) Moving Students with Disabilities from Consumers to Contributors; 2) Who are the Students with Disabilities; 3) Effective Educational Practices for Children with Special Educational Needs; 4) Issues in the Educational Placement of Students with Disabilities: From Separate Programs to Inclusive Classrooms; 5) Systems Change: Making it Happen for Students with Disabilities.
- Hold a series of six stakeholder workshops to train partner project staff and their stakeholders on aspects of education for children with disabilities and to help develop an action plan that will be able to put that training into action;
- Give support to the development of materials used in teacher training, both while in Zanzibar and through electronic follow up;
- Conduct visits to MKEZA partners to support action planning and facilitate their application of lessons learned and implementation of effective teaching and community support practice.

## **3.0 OBJECTIVES COMPLETED AND ACTIVITIES CONDUCTED**

Over the course of nine days, the JPKF consultants delivered six two-day workshops and facilitated the development of six action plans (see table 1). The objectives for the first day of each workshop were to build awareness within the five topic areas identified in the terms of reference. These areas include (1) Moving Students with Disabilities from Consumers to Contributors; 2) Who are the Students with Disabilities; 3) Effective Educational Practices for Children with Special Educational Needs; 4) Issues in the Educational Placement of Students with Disabilities: From Separate Programs to Inclusive Classrooms; 5) Systems Change: Making it Happen for Students with Disabilities. In addition to building awareness around each of these issues, the consultants facilitated a discussion with participants on the current status of educating children with disabilities in Zanzibar including identification of challenges that must be addressed for effective implementation of inclusive education. Further, questions raised by participants on effective teaching practices were answered and specific strategies were provided. The second day of each workshop was dedicated to developing action plans.

MKEZA invited up to 30 participants to each of the workshops for the first day. Approximately ten of those participants were invited back for the second day to develop the action plan for their constituency. In total, approximately 180 Zanzibari citizens would attend the workshops.

The workshops were scheduled to start at 8:00 a.m. and conclude by 4:00 p.m., with a mid-morning tea break (15 minutes), prayer and lunch break (1.5 hours), and afternoon cold drink break (15 minutes). If all

participants were prompt in arriving and returning from break, there was six active, instructional hours available each day for the workshops.

**Table 1. Workshops conducted**

Workshop	Participants	JPKF Consultants	Workshop Location	Translation services
Teachers	Head Teachers, Special Unit Teachers, Regular Education Teachers	DAY1: Ms. Ruedel & Ms. Russell DAY2: Ms. Russell	National Teachers College, Stonetown, Unguja	English to Kiswahili for the participants; Kiswahili to English for the JPKF consultants
TAP/PDC	Representatives from Teacher Centers including the National Training Resource Center	DAY1: Ms. Ruedel DAY2: Ms. Ruedel Ms. Russell	National Teachers College, Stonetown, Unguja	None Required
MOECS	Representatives from the MOECS	Ms. Ruedel	National Teachers College, Stonetown, Unguja	None Required
SNENGO	Representatives from Special Needs Non-Government Organizations such as UWZ, ZAPDD, ZACA, ZANAB; Parents, Students with disabilities	Ms. Russell	National Teachers College, Stonetown, Unguja	English to Kiswahili for the participants; Kiswahili to English for the JPKF consultant; spoken Kiswahili to Kiswahili sign language for the participants and the reverse process for the consultant
Madrassa	Representatives from ZMRC including teacher trainers and community development officers (CDO), ZPMO, and community members	Ms. Ruedel	Zanzibar Madrassa Resource Center, Stonetown, Unguja	English to Kiswahili for the participants; Kiswahili to English for the JPKF consultants
NGORC	Representatives from the NGO Resource Center (NGORC) and 10 Zanzibar Community Service Organizations (CSOs)	Ms. Russell	Teachers Center, Chake Chake, Pemba	English to Kiswahili for the participants; Kiswahili to English for the JPKF consultants

### ***Action planning***

The objectives and activities completed during the second day of workshops included the development of six action plans with selected participants. The six action plans were synthesized into one combined action plan reflecting unique contributions from each stakeholder group as well as common themes and goals. All action plans are available upon request.

The action planning was conducted using a modified form of the PATH process – Planning Alternative Tomorrows with Hope – developed by Jack Pearpoint, John O'Brien, and Marsha Forest, recognized experts and inclusive education pioneers in the U.S. and Canada. The PATH process was designed to strengthen the concepts of inclusion and help build inclusive, democratic communities, organizations, and people. The

adaptations implemented during the JPKF workshops simply reflect cultural differences in eliciting participation. The underlying concepts of the PATH process were observed and implemented.

The PATH process includes eight steps, seven of which were documented on chart paper on the room walls as each group was developing the action plan:

1. *Touching the Dream – the Vision*

The participants each described their dream, their vision, for inclusive education in Zanzibar. They were encouraged to think big, not to be concerned with actually achieving the dream within the timeframe of the project. Each of the participants' dream statements were recorded and continually referenced throughout the remainder of the action planning.

Overall, the visions/dreams shared by participants focused on the following areas:

- Improving the quality of education in Zanzibar;
- Increasing inclusive educational opportunities for all children, including children with disabilities;
- Advancing teacher training and knowledge;
- Increasing parental involvement and community awareness of disability issues; and
- Improving the school structures, equipment, and services to better support all children, including children with disabilities.

2. *Sensing the Goal: Focus for the Next Year to 18 Months*

The participants formed two groups and each worked on writing one goal statement. They were encouraged to think about a specific goal that was **possible** to achieve, **positive**, and **measurable**. The date for the goal to be achieved was set at April, 2006. The groups then shared and discussed their goals with each other. The goal statements were recorded and were continually referenced throughout the remainder of the action planning.

Each training group developed two goals. The developed goals focus on three key areas: 1) enrollment, 2) training for teachers and trainers, and 3) community awareness. Each of the goals and the stakeholder group who created the goal are provided below.

Increasing Enrollment

- [MOECS] To increase the number of disabled children in schools [regular schools in inclusive classrooms by] about 30% of target population
- [TEACHER] Increased enrollment of children with disabilities by 10% within 5 regions
- [ZMRC] To increase the enrollment of CWD in 36 ECD Madrassa pre-schools (16 new and 20 graduate) to 5% of the total student population

Training for Teachers and Trainers

- [MOECS] To train at least 140 (20 pilot schools: 1 teacher per grade) general education teachers in inclusive education and to provide with teaching/learning materials
- [TAP/PDC] To increase the number of teachers trained in inclusive education 30% by the end of 2006.
- [ZMRC] To provide training workshops to: all ZPMO, PEMA, ZMRC trainers and CDOs; SMCs and teachers in 16 new schools; and CRT's in 5 graduate schools using a Cascade Trainer of Trainers model in order to build capacity about CWD.

### Building Community Awareness

- [SNENGO] Run an Inclusive Education campaign which results in increased enrollment of children with disabilities and strengthening of policies
- [TAP/PDC] To raise stakeholders participation in supporting inclusive education (e.g. parents and their disabled children attending school)
- [NGORC] To create public awareness in order to increase access to education for girls, children with disabilities, and other vulnerable children through lobbying, advocacy, and forums
- [NGORC] Build capacity of the SMC and the Village Development Committee in 10 districts to enable them to pursue their education role effectively

### 3. *Grounding in the Now: Where are we NOW?*

Participants shared their observations and feelings about where they are now with respect to inclusive education in Zanzibar. This included the challenges or limitations currently in place and positive statements about strengths within Zanzibar or recent positive changes.

Participants identified a number of positive activities currently being conducted and strengths within the educational system in Zanzibar. Common strengths identified included:

- policy and curriculum development,
- research conducted,
- some trained teachers and integration of some children with disabilities in the schools
- support of parents and community members
- existence of NGOs for and of people with disabilities that address disability issues, advocate for children with disabilities, promote inclusive education opportunities and provide teaching-learning equipment and materials for children with disabilities

Participants also identified a number of challenges that must be addressed in order to effectively implement inclusive educational opportunities for children with disabilities in Zanzibar. Common barriers included:

- lack of awareness of policies and curriculum to support special education
- lack of cooperation and involvement of people with disabilities in decision making and poor coordination among stakeholder groups
- inaccessibility of many school buildings and distance required to travel to attend school
- shortage of skilled teachers for special education and lack of awareness among head teachers and general education teachers about disability issues and lack of funds to support trainings for teachers
- lack of equipment and teaching/learning materials and resources available in the schools
- lack of funds to accommodate new students in the schools and develop and/or purchase teaching/learning materials
- cultural barriers such as negative attitudes towards children with disabilities
- competing priorities and other programs

### 4. *Identifying People to Enroll on the Journey: Who do we ENROLL?*

Once the participants collectively understood the current status of inclusive education generated in Step 3 and began to contrast this with the goals and vision, they identified the organizations and people required to help them move from the NOW to the Goal.

Participants in each of the workshops believed that it was important to reach out to a wide variety of organizations and stakeholders to build a network of people committed to achieving the goals set in step two of the action planning. Many of the participants believed that it would be important to network with the participants from the other workshops conducted by JPKF. Overall, participants believed it would be

important to network with included international and national partners, government, NGO's, educational and support personnel, community members, and the media.

5. *Recognizing Ways to Build Strength: How do we build STRENGTH?*

Participants brainstormed ways that help them to build the strength to move from NOW to the Goal. Participants identified: a) knowledge and skills they would like to learn; b) resources that need to be developed or acquired; and c) relationships that would help them to achieve their goal. Participants identified the following activities needed to build strength:

- increase parental and community awareness about disability issues, prevention, and inclusive education by developing a video to show the public on disabilities issues and inclusive education and conducting disability awareness workshops at the local level
- build capacity of NGOs in consulting skills, advocacy skills, collaboration and networking skills, proposal writing skills, presentation and facilitation skills, planning (strategic and action) skills, and grassroots promotion knowledge through training workshops
- increase knowledge of disability issues and strategies to include children with disabilities in the schools among teachers, teacher trainers, school committees and other key stakeholder groups
- increase knowledge of identification and assessment of children with disabilities, referral procedures, assessment practices and monitoring and evaluation among MOESCS, TAP/PDC and ZMRC personnel
- conduct research to identify children with disabilities currently not attending school and administering a baseline survey to teachers, teacher trainers, and school committees in order to assess current level of knowledge about disabilities issues and number of children with disabilities currently enrolled in school
- Acquire and develop equipment and materials for children with disabilities was seen as one way to build strength within the current system
- Strengthen national policies and guidelines on inclusive education and develop a monitoring and evaluation system
- Use teamwork and develop and sustain linkages with other stakeholders

6. *Charting Actions for the Next Few Months: Actions for the Next 3-6 Months*

Specific actions that will be pursued by the participants within the next six months were identified (see Table 2). There were several common activities that multiple groups intend to conduct over the next six months. For example, every group intends to conduct awareness building activities. Although the intended target audience varies across groups, it would be beneficial for participants from each group to collaborate in developing awareness materials. Further, participants from each group listed participation in trainings and workshops in their six month plans with goals of increasing knowledge of disability issues, specific strategies, and skills in working with children with disabilities and/or increasing skills in conducting supportive activities such as proposal writing. Participants from many of the workshops intend to reach out to other stakeholders in order to network and draw upon the expertise of one another to support their efforts. Facilitating communication among participants across workshop groups is clearly viewed by the participants as an important aspect to advancing toward their goals. Sharing the action items of each group with participants from the other groups will allow participants to see areas of commonality and help to establish these relationships.

7. *Planning the Next Month's Work: Action Items for the Next 30 Days*

Participants identified specific steps that they will accomplish during the next 30 days (see Table 2). Successful completion of action items on the 30 day plan will help build strength and move from the NOW

to the Goal. Overall, participants were excited about beginning to work towards their goals and identified a number of actions to be completed during the first 30 days.

8. *Committing to the First Step (the Next Step)*

The final step in the action planning process required participants to commit to completing the actions identified and recorded throughout the previous 7 steps.

**Table 2. Outcomes of Action Planning.**

<b>Group</b>	<b>Goals/Activities to be completed within six months</b>	<b>Goals/Activities to be completed in next 30 days</b>
<b>MOECS</b>	<ul style="list-style-type: none"> <li>• Increase enrollment of children with disabilities by 20% in the 20 Pilot Schools</li> <li>• Develop and conduct awareness meetings</li> <li>• Conduct pre-planning meeting for the planning workshops and visits</li> <li>• Consult and meet with NGOs and selected teachers to identify needed learning materials</li> <li>• Procure SNE office equipment in Pemba and Unguja.</li> <li>• Conduct and participate in a training workshop on how to write project proposals</li> <li>• Train 140 teachers in Inclusive Education</li> <li>• Build capacity of SNE staff on Inclusive Education</li> </ul>	<ul style="list-style-type: none"> <li>• Contact head teachers in 20 pilot schools to introduce the ideas of inclusive education</li> <li>• Identify and select Preplanning Committee members</li> <li>• Contact ZAPDD and to invite them to preplanning meeting</li> <li>• Finalize the modules for the I.E.</li> <li>• Share a draft of the modules</li> <li>• Write brief status report on progress and submit to the Deputy Commissioner</li> </ul>
<b>NGORC</b>	<ul style="list-style-type: none"> <li>• Review and modify training modules</li> <li>• Review SMC and VDC training modules with Minister of Education</li> <li>• Train 10 NGOs in SMC and VDC training modules</li> <li>• Finalize resource mobilization training modules and train 10 NGOs in resource mobilization skills</li> <li>• Finalize facilitation skills training and train 10 NGOs in facilitation skills</li> <li>• Finalize planning training and train 10 NGOs in planning skills</li> <li>• Develop and finalize advocacy and lobbying skills training modules and train 10 NGOs in advocacy and lobbying (July/August)</li> <li>• Meet with 7 District and Local level government officials</li> <li>• Work with UWZ to identify families that have children with disabilities</li> <li>• Meet with parents of children with disabilities to raise their awareness and acceptance of sending their children to school</li> <li>• Meet with potential/influential people from communities to sensitize them and ask for</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct the first of proposed quarterly debates on children with disabilities.</li> <li>• Contact SMCs to invite them to the public debate</li> <li>• Meet with UWZ to obtain information about children with disabilities and look for opportunities to combine efforts/resources</li> <li>• Contact Mr. Khamis for media contacts</li> <li>• Start to identify families that have children with disabilities</li> <li>• Initiate contact with radio broadcasters</li> <li>• Mr. Hassan Musso will write a newspaper editorial</li> </ul>

	<p>their support</p> <ul style="list-style-type: none"> <li>• Meet with national Zanzibar government officials to educate them on disability issues.</li> <li>• Meet with mainland NGOs to share information, learn from their experiences and see what they have done with regard to the issues</li> <li>• Meet with Zanzibar Inclusive Education Network (ZIEN) and invite journalists to attend any of the meetings</li> <li>• Contact the weekly free radio broadcasters</li> <li>• Individual NGOs will use politicians as appropriate</li> </ul>	
<b>SNENGO</b>	<ul style="list-style-type: none"> <li>• Meet with Minister of Education to introduce ZIEN's focus, obtain the current policy and introduce the need for change.</li> <li>• UWZ-person within ZIEN will present findings in Inter-Ministerial Committee</li> <li>• Meet with PS or Commissioner of Education to present identified gaps and advocate for changes to the policy and the development of guidelines for accessibility, education, etc.</li> <li>• Conduct meetings (1 per district) with teachers, parents, local leaders, religious leaders, and community members focusing on the concepts of Inclusive Education</li> <li>• Partner with the sponsors and organizations of the five celebration days to prepare disability and Inclusive Education awareness</li> <li>• Meet with school management committees (1 per district) to advocate for accessibility, increased enrollment, and exemptions for children with disabilities to the mandated school contributions.</li> <li>• Follow-up regularly with each of the 6 month initiatives</li> <li>• Write a 6 month report to MKEZA with status of 6 month initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a network between ZADA (UWZ and ZAPDD), ZACA, and PIYDO called the Zanzibar Inclusive Education Network (ZIEN).</li> <li>• Meet with Minister of Education</li> <li>• Analyze current policy</li> <li>• Conduct Awareness Meetings in each District</li> <li>• Schedule and prepare for School Management Committee meetings</li> </ul>
<b>TAP/PDC</b>	<ul style="list-style-type: none"> <li>• Conduct research and pull existing data about children with disabilities and inclusive education.</li> <li>• Schedule and conduct meetings with 9 TCMC's to raise awareness</li> <li>• Facilitate communication between social class and header teacher and other personnel</li> <li>• Generate a list/matrix of donor-supported activities relative to education.</li> <li>• Facilitate communications between special education teaches, head teachers, and other</li> </ul>	<ul style="list-style-type: none"> <li>• Pull existing data (e.g. Feasibility study)</li> <li>• Initiate contact with teachers to inform them of this action item.</li> <li>• Identify specific resource persons and make initial contacts.</li> <li>• Pick the date and prepare schedule for TCMC meeting.</li> <li>• Start generating a list of potential donors and current activities.</li> <li>• Establish initial contact to start</li> </ul>

	<p>teachers</p> <ul style="list-style-type: none"> <li>• Facilitate the design, development, and delivery of a poster campaign on disability awareness.</li> <li>• Conduct a workshop with head teachers on observations, assessment, and evaluation to teach them how to observe and assess general and special educators.</li> <li>• Empower school committees and teachers to meet with parents to raise awareness for the purposes of enrollment.</li> <li>• Conduct a workshop with teachers (one from each school) to build skills</li> <li>• Establish a committee of important stakeholders to help mobilize and monitor inclusive education activities</li> <li>• Implement a Trainer the Trainers (TOT) model from NTRC through to selected knowledgeable teachers from the TCs to teachers in local schools.</li> </ul>	<p>teacher support group.</p> <ul style="list-style-type: none"> <li>• Start to select knowledgeable teachers from the NTRC, TC, &amp; teachers for TOT model.</li> <li>• Generate list of stakeholders.</li> <li>• Identify funding opportunities</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• The teachers have requested that MKEZA design, develop and delivery a 10 day teacher workshop.</li> <li>• Educate all students to accept, respect, love and help students with disabilities</li> <li>• Demonstrate a positive, inclusive, respectful attitude</li> <li>• Work closely with parents of children (with disabilities) to sensitize, educate, and encourage them to enroll</li> <li>• Advocate with head teachers</li> <li>• Solicit head teachers, school management committee, and finance secretary to donate money to purchase food for students with disabilities</li> <li>• Solicit parents and community members to donate money and non-perishable food items for students with disabilities</li> <li>• Accept invitation and attend any regular education workshops conducted by TAP/PDC</li> </ul>	<ul style="list-style-type: none"> <li>• Return to school and share your experiences with the workshop</li> <li>• Talk with 3 parents/families to begin the process of sensitizing, education, and encouraging them.</li> <li>• Write monthly reports for February, March, and April with updates on their actions, success stories, and challenges encountered.</li> <li>• Send monthly reports to MKEZA</li> <li>• MKEZA project staff have committed to collecting reports, combing them, and disseminating results to all workshop participants.</li> <li>• Identify local contacts, families, and community members for monetary donations for food for students with disabilities.</li> <li>• Reposition student's with hearing impairments desks so the students face the teacher to increase opportunities for building skills in lip reading and gesture / simple sign reading</li> <li>• Identify 4 typically developing students for each child with disability to be assigned as peer buddies</li> <li>• Talk to entire class about students with disabilities</li> <li>• Talk to parents about safety and security of children with disabilities</li> </ul>

<b>ZMRC</b>	<ul style="list-style-type: none"> <li>• Conduct an awareness building session during regular community meetings in 16 schools</li> <li>• Plan and conduct at least one training session of 2 hours for MA's and CRT's</li> <li>• Develop and Administer Baseline Survey and Conduct Research</li> <li>• Participate in training on disability issues pertaining to identification and assessment, teaching strategies, community mobilization, communication skills, adult education techniques, and monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a MOU between ZMRC, ZPMO, and PEMA [ZMRC]</li> <li>• Workshop participants will inform their counterparts of this action</li> <li>• Contact ZMRC to schedule dates to conduct the week-long trainer training</li> <li>• Plan community awareness session</li> <li>• Start identifying and mobilizing funds</li> <li>• Develop items/questions for the baseline survey/tool</li> <li>• Status Reports will be written on activities completed during the month and suggested next steps and will be submitted by March 30 to ZMRC</li> <li>• Compilation of Status Reports, dissemination of compiled reports to ZPMO; PEMA; and MRC trainers and CODs, and planning of next steps for the next month</li> </ul>
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#### 4.0 OUTCOMES AND TRAINING EVALUATIONS

- ***Increased awareness of disabilities issues as per identified objectives among approximately 180 participants from six different stakeholder groups.*** Many participants had no previous exposure to disability issues. Participants thought the workshops were beneficial and provided a good foundation to addressing educational issues related to children with disabilities. Through workshop discussions, participants also had an opportunity to share their ideas and values about including children with disabilities in the schools. Many participants shared that they were skeptical about including children with disabilities prior to the workshop but now have a better understanding of why and how to provide improved educational opportunities to children with disabilities and believe that it is essential to work towards a more inclusive community and school system.
- ***Produced training materials*** on the following topics:
  - 1) Moving Students with Disabilities from Consumers to Contributors;
  - 2) Who are the Students with Disabilities?;
  - 3) Effective Educational Practices for Children with Special Educational Needs;
  - 4) Issues in the Educational Placement of Students with Disabilities: From Separate Programs to Inclusive Classrooms;
  - 5) Systems Change: Making it Happen for Students with Disabilities.
- ***Developed six individualized action plans*** that will be able to put the training into action and analyzed these action plans to create one synthesized mast plan of action regarding children with disabilities and inclusive education for Zanzibar

##### *Training Evaluations*

At the end of the first day of each workshop, JPKF consultants asked training participants to complete an overall training evaluation. The purpose of this activity was to gauge whether or not participants felt the training provided useful information that addressed their questions and to collect recommendations that

participants had to improve the training, topics that were not addressed that participants would like information about, and overall questions and comments that participants had about the training workshop. The consultants reviewed the training evaluations prior to conducting the second day of the workshop in order to ensure that any outstanding questions or issues were addressed and to ensure that the action planning session best met the needs of the participants.

Training evaluations were collected from:

- 17 participants in the teachers workshop,
- 13 participants in the ZMRC workshop,
- 14 participants in the TAP/PDC workshop,
- 13 participants in the SNENGO workshop,
- 14 participants in the NGORC workshop,
- Participants in the MOECS workshop.

Participants were asked to complete the training evaluation form in English or Kiswahili depending on their preference. Approximately half of the training evaluations were completed in Kiswahili. Although the majority of evaluations that were completed in Kiswahili were translated, three evaluations were not translated while the consultants were in-country. Therefore, these three evaluations were not included in the reported results.

In the training evaluations, the participants were asked the following 4 questions:

- Did the training include useful information? Did the training help to answer some of the questions you have/had?
- What recommendations do you have to improve the training?
- Were there topics that you wished had been covered but were not? If so, what topics?
- Questions and Comments about the training.

All but one participant responded that the training was very useful and it helped to answer some, but not all, questions. Only one participant responded that the training was not useful because the workshop did not include information specifically about inclusion of children with physical disabilities. Most of the respondents indicated that the training taught them new concepts, while clarifying others. One participant felt that he learned enough to be an effective advocate for children with disabilities, their families and society. While another participant stated that prior to the workshop, he only had the “myths” about inclusive education but now feels that he understands the issues and is ready to act to support integration of children with disabilities.

Many of the participants did not provide specific recommendations to improve the training. Rather, they stated that the training was beneficial and that they had learned a lot and hoped to receive additional training in the future. The majority of participants (65%) thought that the length of the workshop should be increased, that more training is needed and training should be continuous, and that group discussion and group work should be increased.

Additional content and/or revisions that were recommended included:

- methods to train teachers,
- visual/audio examples and role plays,
- special sessions for NGOs/CSOs to problem solve,
- case studies and examples on developing countries’ experiences,

- site visits to classrooms integrating children with disabilities to see how the teachers address the needs of children with disabilities
- teaching materials for children with disabilities
- handouts on strategies to identify children with visual impairments and hearing impairments.

Eighty-eight percent of the participants who completed a training evaluation stated that all topics that they hoped would be addressed were covered. The remaining 12 percent of participants pointed out that since they had no previous training or knowledge of disability issues, they did not know what additional topics should have been covered. Participants identified a number of topics that they had hoped would be addressed ranging from lobbying at the grassroots level and promoting disability awareness to proving specific instructional strategies and development of learning materials to teach children with various disabilities and methods for identifying children with disabilities and assessing their educational progress.

Finally, participants were asked to provide any questions and/or comments they had about the workshop. Approximately 60 percent of the participants reiterated the request for additional training in disability issues and strategies for working with children with disabilities. Seventy percent of the participants also restated that they thought the training was very good, useful, and provided helpful information however, the training sessions were too short. For example, one participant said “the training was very good and would be excellent if JPKF takes a leading role in design a training module on lobbying and advocacy” and another participant said “the training was very interesting but time was very short, hence it sounded like a crash program.”

Approximately 50 percent of the participants were curious about next steps and wanted to know if JPKF will provide direct support and how MKEZA and JPKF will continue to support their efforts to address disability issues in Zanzibar. Participants requested training in the areas of strategies, methods, and techniques for teaching children with disabilities and would like additional information on statistical data on children with disabilities in communities in order to assess the current situation. Some participants (15%) believed that the training should be given to all teachers, especially primary school teachers, in order to build their knowledge and capacity for teaching children with disabilities.

## **5.0 LESSONS LEARNED**

Key lessons learned as a result of this trip include:

- In addition to conducting the six workshops, JPKF consultants conducted site visits in some schools with children with disabilities and observed home visits with the children on Friday. These visits helped the consultants to better understand the challenges that teachers will face as they work to implement inclusive educational opportunities.
- The majority of participants attending the workshops had no previous training or direct contact with an individual or child with a disability. Workshop materials were presented accordingly to knowledge level. JPKF consultants now have a better sense of prior knowledge among stakeholders on disability issues.
- Community awareness campaigns must be implemented to garner support for including children with disabilities in the schools
- Although some research has been conducted on children with disabilities in Zanzibar, this information has not been effectively disseminated to key stakeholders. Further, these studies do not include a count of children with disabilities who are not currently enrolled in school. Additional research activities should be conducted in order to establish a baseline of activity.

- Participants believed in the value of educating children with disabilities and in providing these children with a high-quality education. Participants also noted their lack of knowledge about disability issues and the need to participate in additional training opportunities.
- Translation services nearly double the time needed to present information and conduct discussions. JPKF consultants were only able to deliver about half of the intended information due to the time required for translation. In the future, workshops either need to be extended in length to account for translation services and time required or need to be provided in one language only.

## 6.0 RECOMMENDATIONS

Recommendations for JPKF and MKEZA are provided below. Each activity helps to support the goals and activities that participants committed to during the action planning sessions.

- *All future activities to support stakeholder groups in improving the quality of educational opportunities provided to children with disabilities should be co-facilitated with a Project Officer from MKEZA and a JPKF consultant.* Because MKEZA Project Officers live in Zanzibar and work closely with each of the stakeholder groups to support other aspects of the project, they have a sound understanding of the barriers within the educational system in Zanzibar, in addition to intimate familiarity with cultural perceptions, customs, and traditions. The expertise of MKEZA Project Officers in working with each stakeholder group, coupled with the JPKF consultant's expertise in disability issues and special education, will create a powerful team that will be well equipped to meet all the needs of participants. Further, by co-facilitating the workshops, MKEZA and JPKF will have the opportunity to work closely to develop materials and implement future activities, thereby building the capacity of MKEZA Project Officers and JPKF consultants. As a result, MKEZA Project Officers will have more knowledge in disability issues and special education and be better equipped to support the work of each stakeholder group.
- *Develop a Basic Set of Community Awareness Materials.* All stakeholder groups included community awareness building activities as part of the actions that would be completed within the next six months. Rather than each of the stakeholder groups using resources to create these materials, we recommend MKEZA and JPKF work together to create a basic set of materials that can be shared with all stakeholder groups. Although participants have committed to conducting varying levels of community awareness activities, a core set of materials could be developed, which could then be individualized by each stakeholder group. This process would reduce duplication of effort and also create a foundation for all community awareness materials.
- *Develop Items/Questions for the Baseline Survey/Tool in Collaboration with ZMRC.* The Madrassa participants believe that it is essential to develop and administer a survey to all Madrassa teachers and school committee members in order to establish a baseline of issues relating to disability and children with disabilities. This survey will provide the necessary data to measure future outcomes. ZMRC has requested assistance from MKEZA and JPKF in developing this survey and believes that it would be important to collaborate with the Division of Special Education in the MOECS.
- *Review Modules for the Inclusive Education (I.E.) Curriculum.* The MOECS has requested support from MKEZA and JPKF in reviewing the draft modules for I.E. and providing additional information as necessary. These modules should be reviewed for content, revised as necessary, and discussed with the Division for Special Education, NTRC, and the Division for Curriculum Development in the MOECS.

- *Support additional training in inclusive education and provide in-field technical assistance to the 20 pilot schools working to implement inclusive education.* Participants in the teachers, Madrassa, TAP/PDC and MOECS workshop repeatedly requested additional training in strategies and methods to use when teaching children with disabilities, development of teaching materials, and identification, monitoring, and evaluation techniques for assessing children with disabilities. In addition to training in these topics, technical assistance should be provided at the school level to teachers, head teachers and related school personnel (i.e., school inspectors and teacher trainers) to develop model sites for future implementation efforts.
- *Develop “Business Skills” Modules for the SNENGOS, NGORCs, and CSOs.* Business skills include the ability to advocate, lobby, facilitate, plan, communicate effectively, and develop proposals. Each of the three constituencies mentioned above identified the development of business skills as a critical success factor for them effectively accomplishing their missions. The basic material already exists from many sources. The content could be compiled into individual modules and then customized to each of the constituencies as necessary. Much of the content compilation and module development could be done in the U.S., with customization and handover performed in Zanzibar.